**K-5 ELA Lesson Plan**

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| **Teacher: Elisabeth Borowicz, Carl Cockman, Laura Thompson** | | **Grade: 2** | | | **Date(s)**: Day 11-16 |
| **Unit Title: “A Story to Tell”** | | | **Corresponding Unit Task: Task 5** | | |
| **Essential Question(s): How do I create a power point? What kind of information should one include in a biography? How do I present a project? How can I turn my notes into a biography? What makes a complete sentence?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Computers; Power Point Programs; Interview Questions and Answers; Poster board Paper; Magazines; Scissors; Glues; Pencils** | | | | **Biography- an account of a person’s life written by another person**  **Autobiography- an account of a person’s life written by themselves**  **Interview- a meeting or conversation in which a writer or reporter asks questions**  **Historical Fiction- a make-believe story including factual information**  **Realistic Fiction- a make-believe story about something that could really happen**  **Character- the person or people in a story**  **Setting- where and when a story takes place**  **Sequence/Temporal Words- words that signal order (first, next, then, etc)**  **Plot- the actions or events in a story**  **Challenge- an event someone has to overcome**  **Response- how a person reacts to an event**  **Fiction- a genre of stories that are make-believe**  **Non-fiction- a genre of factual stories**  **Timeline- a text feature that diagrams the sequence of events** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL 2.1, RL 2.3 RL 2.5,**  **I Can Statement(s):I can answer the 5 W questions about a story. I can describe how the character responds to challenges. I can identify the beginning, middle, and ending of a story.**  **Instructional Plan:**  Day 11: Students will partner read “A Weed Is A Flower”. When finished reading, both partners should put on their gloves and answer the 5 Ws.  Day 12: Students will read “A Weed Is A Flower” independently. When finished, students should create a T-chart in their response log to chart the challenges/responses in the story.  Day 13: Students will take the selection test on “A Weed Is A Flower”. Students should create a flip-chart that details the beginning, middle, and ending of the story. Students will take their test on the Weed is a Flower.  Day 14: Teacher will read aloud “I like Where I Am”. Students should discuss the 5 W’s of the story.  Day 15: Students will partner read “I Like Where I Am”. Students should work together to create a T-chart to describe the events and challenges the characters responded to.  Day 16 : Students will take the selection test on “I Like Where I Am”. Students should choose two different characters from the books they’ve read and create a T-chart for the different events and responses in each story. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W 2.2, W 2.6, W 2.7**  **I Can Statement(s):** I can write an autobiography. I can create a power point about the person I interviewed. I can write using complete sentences.  **Instructional Plan:**  Students will create their Power Point about the person they interviewed. Students will write in their response logs throughout the week. Students will also create an autobiography. Students will have their silhouette drawn on piece of black poster board. The child is then responsible to fill the front of the silhouette with magazine pictures that describe their personality, and then write an autobiography about themselves on the back. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RF2.3**  **I Can Statement(s):** I can use various strategies to study my spelling patterns.  **Instructional Plan:**  Students will study their Words their Way spelling lists every day. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL2.2, L2.2**  **I Can Statement(s):** I can describe key ideas from a text read aloud. I can read aloud a text.  **Instructional Plan:**  Students will discuss with partners their ideas about the different stories they’ve read throughout the week. Students will present their autobiographies to the class. | | | | |
| **Closing/Summarizing Strategy** | Review the importance of detailing when retelling B-M-E of a story. Go over EQs, 5Ws, and sequencing. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Discuss who told the story in each selection read. Introduce point of view. | | Read below-level selection. | | | Words their Way |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  DRA  Dibels  Response logs  Selection Tests  **Post Assessment DAY 17** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*